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ABSTRACT

During his postdoctoral fellowship year, Dr. William L. Goodwin audited courses on early childhood learning and development and on research methodology. He also attended numerous conferences and visited preschool EPDA programs. The report contains a complete list of courses audited, conferences attended, and schools visited. (RT)

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Summary of Activities

USOE Post-Doctoral Research Training Fellowship

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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Fellow: Dr. William L. Goodwin

Sponsor: Dr. Gerald S. Lesser, Director
Laboratory of Human Development

Site: Laboratory of Human Development
Graduate School of Education
Harvard University
Cambridge, Massachusetts 02138

Duration: September 1, 1969 - August 31, 1970

SP004488

Overview

As indicated in my application for the fellowship, the post-doctoral year was envisioned primarily as an opportunity for advanced study. This study was concentrated in the areas of psychological development and early childhood education, with special attention given to the research techniques and emphases in these areas. The principal vehicle for study was auditing relevant courses (Harvard regulations classified post-doctoral fellows as "special auditors, and did not permit the taking of courses for credit). Other means used were: participation in weekly luncheon seminars in the Laboratory of Human Development and in Developmental Psychology; attendance at preschool conferences in Arkansas, New York, and Denver; visits to pre-school EPDA programs in Texas, Oklahoma, Kansas, Missouri, Nebraska and New Hampshire; and attendance at professional meetings, principally the New England Psychological Association, the American Association for the Advancement of Science, and the American Educational Research Association.

The site selected for the majority of the training, namely the Laboratory of Human Development at Harvard University, served admirably in every respect. Faculty were stimulating and deeply immersed in relevant programs (e.g., Sesame Street, the Pre-School Project, etc.), the University itself was extremely viable, as one would expect; office space and secretarial assistance were very satisfactory; etc. As a whole, the year was judged by me to be extremely rewarding in meeting my pre-determined objectives.

On the following pages, two lists are presented:

1) Courses audited, with explanation as needed and appropriate.
2) A chronological list of the conferences, programs, and professional meetings attended, with highlights noted.

No attempt is made to list the presenters and content of the weekly luncheon seminars in Human Development and Developmental Psychology. Suffice it to say that the seminars were usually of high quality and were presented by persons of note from both within (e.g., Lawrence Kohlberg, Beatrice Whiting, etc.) and outside the university (e.g., Michael Wallach, etc.)

Courses Audited (All 4 Unit Courses)

[Full descriptions of these courses are contained in Harvard University Catalogs.]

Early Childhood Learning and Development

1) Topics in Early Childhood Education (C. Cazden). Emphasis on language intervention programs; seminars conducted by Joan Baratz, Robert Spaulding, etc.

2) Topics in Adolescent Development (D. Drinkwater).

3) Youth as a Social Category (E. Friedenberg).

4) Psychological Development of the Child (J. Kagan).

5) Moral Development and Moral Education (L. Kohlberg and E. Turiel). Emphasis on philosophical issues in moral education as well as empirical data on field programs underway.

6) Developmental Psychology: A Cross-Cultural Analysis (N. Warren). Emphasis on African research.

7) Seminar: Personality and Social Development (N. Warren).

8) Development of the Preschool-Age Child (B. White).

9) Seminar: Attentional Processes in Children's Learning (S. White).

10) Psychology of Human Learning (S. White).

Research Methodology

1) Educational Research (G. Lesser).

2) Current Research Techniques in Data Analysis and Statistics (R. Light).

3) Intermediate Educational Statistics (R. Light).

4) Quantitative Methods in Social Research (P. Holland and R. Rosenthal).

5) Anthropological Field Methods (B. Whiting). Emphasis on conducting small-scale observational studies.

Social Relations

1) Seminar: Social Intervention (D. McClelland).

Chronological List of Conferences, Programs, and Conventions Attended

1) November 7-8, 1969: New England Psychological Association
Boston, Massachusetts

   a) Determining the Effects of Social Intervention
   (D. McClelland, M. S. Myers, A. Bergin, L. Brailsberg, R. Chin).

   b) Programs for the Acceleration of Language Development
   (C. Cazden, V. John, M. Blank, G. Lesser, L. Kohlberg).

2) December 26-31, 1969: American Association for the Advancement of Science
Boston, Massachusetts

   a) Education of the Infant and the Young Child
   (V. Denenberg, J. Kagan, D. Weikart, E. Schaeffer, W. Mason, J. Bruner).

   b) Basic Research in Education
   (E. Gideonese, H. Hjelm, P. Suppes, J. Getzels).

3) March 2-6, 1970: American Educational Research Association
Minneapolis, Minnesota

   a) Organization for Research and Education in the United States
   (J. Gallagher).

   b) Pre-School Education (T. Pettibone, L. Berk, M. Hayes, B. Dunn, M. Tanaka).

   c) Language Processes in the Disadvantaged Child
   (J. Prentice, P. Ammon, S. Lundsteen, J. Nurss, G. Olson).

   d) Social Class and the Organization of Mental Abilities (A. Jensen).

   e) People, Politics, and Education (H. Humphrey).

   f) Power and the Affective Domain in Early Childhood Education
   (R. LaCrosse, E. Handler, L. Katz).

   g) Teaching What Is Teachable (C. Bereiter).

   h) Conceptual Training in the Disadvantaged Pre-School Child
   (G. Hale, I. Sigel, E. Earhart, R. Boger, R. Turner, D. Melcer).

4) March 8-13, 1970: Early Childhood Education and Development Conference
Little Rock, Arkansas

   a) The University Extends Itself to the Community and Home
   (M. Hughes and B. Brown).

   b) Demonstration Teaching as a Basis for Communication between the University, School, Professional Community, and Home (E. Freidus).

c) The Developmental Study of Hyperactivity in Children (F. Clarkson).

d) Learning Disability Defined (J. Meier).

e) Dialogue between the University, Schools, and Their Minority Populations (P. Olson, M. deAnda, H. Shanks).

f) The Conceptual Base for Systems Development of Community Coordinated Child Care (M. Gula).

g) Multi-Media Utilization in Bringing the University to the Rural School (J. Meier).

h) A Mental Hygiene Role for the University in Minority Group Education (N. Wagner).

i) Social Welfare and Education as Viable Cooperative Forces (C. Gershenson).

j) The University Lives in the Community (F. Halpern).

k) The University Joins Forces with the Public Schools (B. Caldwell).

l) Education Extended into the Home of the Young Child (E. Schaefer).

m) Program Building within and between the State Government, the University, Community, and Public Schools (W. Hodges).

n) Evaluation--Hindsight on Headstart (S. Jones).

o) Evaluation Models: Their Selection and Application to the Individual Program (G. Della-Piana).

p) Evaluation as an Ongoing Experience and Agent of Change (R. Randall).

5) May 22-24, 1970: Conceptualizations of Preschool Curricula
New York, New York

a) Guidelines for Preschool Curricula (J. Bruner, J. Miller)

b) The Intellective Development of Two and Three Year Olds (F. Palmer, E. Schaefer).

c) A Piaget-Derived Preschool Curriculum (C. Kamii, H. Robinson, F. Hooper).

d) A Systems Approach to Early Education: The Discovery Program (D. Whitney, R. Parker, G. Nimnicht).

e) A Developmental Process Approach to Curriculum Design (S. Nedler, V. Anderson).

f) An Ameliorative Approach in the Development of Curriculum (M. Karnes, T. Banta).

6) June 22-26, 1970) Visits to, and Evaluations of,
July 6, 1970) Pre-School EPDA Programs.

a) San Antonio, Texas: A Two-year Training Program for Child Day Care Teacher Associates.

b) Dallas, Texas: Project TECT (Training Early Childhood Teachers).

c) Tulsa, Oklahoma: High Challenge (Training first grade teachers to diagnose learning problems and prescribe appropriate instruction).

d) Kansas City, Missouri: Penn Valley Day Care Project (Two-year junior college program to train day care personnel).

e) Lawrence, Kansas: Training Teachers of Teachers in Behavior Modification in Early Childhood Education.

f) Lincoln, Nebraska: The Nebraska Confederation in Early Childhood Education (Coordinate teacher of teachers programs under EPDA in early childhood education).

g) Durham, New Hampshire: Early Childhood Specialists for Northern New England Tri-State Area--Maine, New Hampshire, and Vermont.

7) July 9-11, 1970: Preschool Evaluation Conference
Denver, Colorado.